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ABSTRACT

The lack of female representation in administration is a hindering factor for the nation as it attempts to achieve excellence in schools. The current inequality is a product of historical and societal patterns in the field of education that have determined the constraints women have faced and continue to face when entering school administration. To assist women in combating these barriers, 11 programs were developed in the 1970s. The common objectives of these programs are to: (1) increase the population of women administrators; (2) heighten awareness among school boards and superintendents; (3) develop women-oriented graduate training models; (4) help locate jobs for participants; and (5) enlighten prospective female administrators in organizational behavior, sex roles and socialization, and personal leadership roles and styles. Administrative training and administrators' roles must be evaluated and updated to ensure continuous growth for a future where both men and women are perceived as capable of functioning as educational leaders; where female administrators are visible and accessible to other women; and where women learn to be the inspiration for changes in their own lives. (KM)

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# "A QUICK LOOK AT THE PAST, PRESENT, AND FUTURE OF WOMEN IN PUBLIC SCHOOL ADMINISTRATION"

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

KEYNOTE ADDRESS AT THE CONFERENCE ON "WOMEN IN EDUCATIONAL ADMINISTRATION" SPONSORED BY THE DIVISION OF STAFF DEVELOPMENT AND LEADERSHIP OF THE NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION, SHERATON HOTEL, GREENSBORO, NC, JULY 12-13, 1989.

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I thought that I would like to begin with a brief story about a boy's journal, which has nothing at all to do with our topic -- except that we are all educators and, as such, I'm sure share my passion for children's writing.

Will McCall worked his way to Columbia University where he distinguished himself as a student and then as a professor. He grew up, however, in the mountains of Tennessee and as a young child kept a diary filled with thoughts about his life and in a style which reflected early spelling patterns and mountain dialect. It is rich in the language of the mountains and many of the entry's contain the phrase, "I Thunk Me A Thought" which became the title of the book in which salvaged diary entries were printed. I would like to read one entry to you.

**Sunday. Pa started over mountin agin. Pa sayd he liked the moonshine over thar better. Ma sayd he liked a loose woman. She started to go to. Pa throwed a big rock at her. Nocked plank offen corner of house.**

**Ma wouldn't tell me. Must find out what makes some wimmin loose and some tite.**

I chose this selection because my wish is that women educators remain a "loose" group in terms of developing the unique potential and leadership styles of each individual, but "tite" in terms of our support for each other; in our determination to forge a collective awareness and contribution to the leadership role; in forging the vision of the schools of the future; and in our commitment to insure that texts and syllabi for Educational Administration courses and Educational History courses do not exclude the history and needs of women in education.

The inequality of female representation is evident at each level of administration. This unequal representation is a hindering factor as the nation attempts to achieve excellence in schools, for excellence cannot be achieved without equity. The reasons for this inequality of female representation is woven into the history of the social structuring of this country. It is embedded in the history of male and female participation in the economy, in changes in cultural norms for women's behavior, in the development of the family, and in the evolution of social organizations such as schools. The warp and woof of women in school administration follows

developmental patterns similar to the patterns one finds in the "in" curriculum such as progressive or back to the basics, phonics or whole language, integrated learning or lock-stepped skill lists. For there was a time in our country when women outnumbered male elementary principals and were represented more equally in other areas of administration. It is my opinion that we have entered an "in" period, timorous though it may be. Many women have entered administration programs at Western Carolina, for example. The questions are: Will they be able to find positions of power or will they continue to serve in lower-level managerial positions? Are we giving them the information they need to become successful candidates and providing them with their own personal history so that they will better understand the system in which they will find themselves? Are we challenging them to find their own "voice" and develop their own style of leadership? And will we remain in this upward swing, or will history repeat itself as it has done in the past? One way of insuring continuous progress is to look at where we were so that we can better understand how to get where we want to be. Tyack and Strober, in their history of women in education, say that:

> "...women teachers did contribute enormously to public education, and some were genuine culture heroes. Women teachers were victims -- paid tiny wages, channeled by prim cultural values, and denied access to advancement in the system. Women teachers, especially in the seminaries and in city teachers' associations, did create bonds of sisterhood and did act collectively in some of the most impressive forms of militancy that women achieved. But what we wish to stress in this study is the sexual structuring of society, and particularly of the public school, within which both women and men teachers in systematic ways plied their craft and lived their lives. We hope that a clearer understanding of the roots and dynamics of gender inequality in educational employment will hasten its demise."(28)

Tyack and Strober also say that gender offers one of the fundamental ways in which people organize social reality, as important a category of analyses as class or race or age. "To know the sex of a typical child in past or present is already to know much about how that person would be likely to participate in the sexual structuring of power, prestige, and opportunity and

how she or he would be shaped by cultural norms of behavior." (3)

So let us take a brief look at our history. Men dominated teaching in the colonial period and continued to dominate the profession well into this century in other countries. (Tyack and Strober) As young girls became literate and gained access to this mode of formal schooling a population of "qualified" young women became available as teachers. Historically, women had taught children in the homes. By the end of the eighteenth century, however, they were hired to teach summer sessions in one-room schools near their homes. In rural areas, when school terms were split into summer and winter sessions, with young children in the summer time, trustees commonly hired women as appropriate teachers in the summer months. During the winter term, however, when "older boys" entered the school in large numbers, trustees often preferred men as teachers because they considered them better disciplinarians and more competent in teaching young males.

Teaching the short terms was attractive to males as well as females: it was one of the few non-manual jobs, it provided cash income during the off-seasons of lumbering, construction, etc., and it was a stepping stone for establishing oneself in the community. When rural school terms lengthened and when standards for certification rose, teaching became a less-viable occupation for men. The salary for a full-term of teaching was barely enough to support one person - much less a family. In Wisconsin, in 1902, rural teachers estimated the direct costs of institutes, books, and other professionally related expenses as almost one month's salary.

Women were hired in greater numbers, therefore, because there was a high demand for literate and moral teachers at cheap prices, because teaching came to be seen as a legitimate part of women's sphere, and because women would work at lower wages than men. Men did, however, remain in teaching and within any particular labor market they received higher

salaries than those paid to women. The gap was greatest in the female/male salary ratio where one found the largest percent of women teachers -- a fact which holds true for other "female" professions. Those fields where women were represented in 1900 are the fields where women are most represented today; nurses, private household workers, clerical workers, and elementary teachers. Further, the sex segregation of women in the lower grades of city schools, supervised by male managers foreshadowed similar developments in hospitals, business, and stores. (Tyack and Strober 19)

The history and influences in urban schools were often different than that of rural schools. The sex segregation of women in the lower rungs of urban school bureaucracies was not simply an unplanned result of inevitable economic and cultural forces, according to Tyack and Strober. It was also the result of a deliberate policy adopted at the birth of a very important organizational invention: the graded school. Promoters of the graded school argued that women should be the primary teachers while men should be retained as principals or superintendents. "Male teachers, especially, resisted being told what to do, as Horace Mann found when he criticized the Boston schoolmasters." (Tyack and Strober, 18)

Men were first put into supervisory roles while women remained in teaching positions for many of the same reasons that women were first hired as teachers: it was felt that women were superior at understanding children and needed to remain in the classroom; because they were willing to work for cheaper wages, because they were willing to do what they were told, and because they were considered to be transient (waiting for marriage.)

The idea that women were transient and that administrative roles needed to be filled by males who would remain with a system does not ring true when one looks at the facts. The facts show that male as well as female teachers had high turnover rates, while some women made urban teaching a lifelong career. But the stereotype that men were permanent members of the

work force contributed to the male manager structure. Other influences included the social standards of the time: the superior being was white, male, middle-aged, Protestant, and married (with a supporting wife). When such a person was hired as the administrator, it lent a sense of "class" to the school districts. Women were expected to marry, stay home and raise their children. As the bureaucracy of education grew, men were expected to work full-time and to be anxious for advancement. Marriage was not a source of conflict, whereas prominent women administrators were usually single, widowed, or divorced.

In the early 20th century, school administrators began to define themselves as professional experts and to adopt the professional business ethic of managerial rationality and efficiency, thus increasing job security and reaping financial rewards. This ethic served to distinguish administrators from teachers and emphasized the masculine concern of financial, organizational, and mechanical issues from the perceived feminine concerns of nurturing children. This restructuring of the administrative hierarchy laid the foundation for the current system which continues to nurture male leadership and the "good old boy" networking system. One other aspect of the bureaucracy furthered the male myth and that was the fact that the prestigious organizations such as NEA and Phi Delta Kappa barred women from their organizations.

Other factors which contributed to the decline of women in administration were: (1) the depression of the thirties; it was assumed that males were supporting an entire family, but women were supporting only themselves, therefore men should receive administrative positions; (2) the strong women's clubs which had effected so many changes were weakening because women could not continue volunteer work as their husbands suffered financial reverses.; and (3) the two World Wars crippled the earlier women's movement, and though the numbers of women administrators increased during World War II, the years after the war

produced a ripe environment for men. Male teachers increased markedly during the post-war years, but did not enter public school classrooms planning to remain there throughout their careers. The GI Bill provided opportunities for lower-middle class men to enter administrative degree programs and rapid increase in the numbers of administration positions provided a carrot to aspiring young men. In the decades of the 50's and 60's career ladders were abundant for men. During those decades, however, family demands caused few women to attack the powerful institutional sexism which still persisted.

Margaret Gribskov speculates that one cannot separate the rise and fall of feminism from the numbers of women who sought and gained management positions in education. She stated that 50 years ago women outnumbered men among principals of elementary schools, constituted a respectable minority among college presidents and deans, and were visable among state and county superintendents. When feminism began its decline in the 1920' s so did the number of women administrators. The first women's movement was an awakening to millions of women to new potentialities within themselves and in society. Some fought for women's suffrage, others battled the conditions which adversely affected women and children, many others entered higher education, in fact this first woman's movement produced a college attendance among women which was not equalled until the 1970's according to Gribskov.

By 1920, women constituted 47 percent of all students in colleges and universities, and in the 1929-1930 academic year, women received 40.4 percent of the master's degrees and 15.4 percent of the doctorates awarded in the U.S. The proportion of women doctors in Boston was higher in 1890 than in 1950. (Gribskov, 81)

The West and Midwest offered many opportunities to women educators during this first women's movement. "The special attitudes of Westerners and Midwesterners toward women's role in education reinforced the burgeoning feminism of the times and created more

opportunities for women in school management than seems to have been available elsewhere." (Gribskov, 83-84) Susan Miller Dorsey, for example, had a distinguished career in the Los Angeles schools, where she served as superintendent from 1920 to 1929, during which time an extensive building program was completed. When she retired at age 72, fifteen thousand persons, including the governor, the major, and presidents or education deans of most of California's colleges and universities attended ceremonies in her honor.

The decades of the 70's and early 80's were bleak indeed, in spite of legal mandates and funding which took place in the 70's. As late as 1985, Porat reported that since 1974, white women administrators declined from 28.% to 11.% in the United States. In Canada, the number of positions in administration had dropped by 5% from 1975 to 1985, but the number of women in these positions declined by a disproportionate 10%. The proportions of principals in Canada who were females decreased from 17% to 13%.

The number of women administrators in North Carolina as reported in the 1985 PEER Report were low:

| | | |
|---|---|---|
| Superintendents | Male 144 | Female 3 |
| Assistant Super | Male 193 | Female 47 |
| Principals-Senior High | Male 301 | Female 12 |
| Principals-Junior High | Male 251 | Female 38 |
| Principals-Elementary | Male 966 | Female 281 |

Though the numbers of women administrators have begun to rise after decades of decline, the ratio of male principals to female in North Carolina remains 3 to 1 ("Personnel Profile: Characteristics of Certified Public School Employees. 1978-79 through 1986-87." North Carolina Department of Public Instruction. January, 1988) The number of female principals in the counties served by the Western Regional Center is approximately six and one-half

percent of the total administrative population. (North Carolina Educational Directory, 1988-89)

The historical and societal patterns in education have determined the constraints and barriers women have faced and continue to face when entering school administration. The literature available on women in administration often discusses internal conflicts which have often occurred because of the way a majority of women were socialized. Women have been socialized to be the peacemakers and some are uncomfortable if people are upset with them, a natural outcome of the school administrator's role. Some have difficulty dealing with conflicts because they are programmed to want everyone to like them. Women often have negative perceptions of their own ability which leads to low expectations of success and diminished self-concepts, and which gets in the way of the strong initiative needed to pursue administrative roles. (Gupta)

The available literature also discusses the fact that women are, at times, their own worst enemies. School faculties, which are largely female and often very traditional, are sometimes reluctant to accept a woman as a leader. Women who have a traditional approach to life are openly negative to women who aspire to roles which are non-traditional. (Woo) This is apparently a phenomenon of the business world as well as indicated in a recent PBS report which addressed the growing concern of women undermining women in big business. One of the explanations for this phenomenon has to do with power. Because a large portion of women have been excluded from the power structure of "out of home" decision making, they become anxious that there is not enough power to go around. Anne Wilson Schaef, author of Women's Reality, proposes that "the whole group is operating out of a zero-sum model. If one member accomplishes something and gains recognition, the belief is that this somehow lessons the amount of recognition available to other members of the group." Others have proposed that we

look at power as a self-perpetuating entity - that power is like a cell which divides and multiplies - and comes in many forms - it is up to us to find and develop our own sense of power and identity.

There are also external pressures which have hindered women and include the fact that the power group is the white male system - simplistic statement, but significant in it's implication. When one is ignored by the power group, it limits the necessary contacts and information sources. Male administrators have had the important linkages to the community via the all-male organizations. Conscious and unconscious strategies keep information about relevant jobs away from women. The "good old boy" network has not been open to women. Because women administrators are often not in line positions, they either do not receive relevant information or receive it too late. (Woo, Metzger, Gupta, Mertz, Yeakey, et al) Past recruitment, selection, and hiring practices have effectively limited women's opportunities in the administrative system. There are more men than women in middle and upper managerial ranks so it has been easier to pick a man when there is a vacancy. (Gupta) Women have been invited to interview as tokens, but were often not selected. (Gupta) When hired they were often placed in low power positions with no clear path to upward mobility and with low visibility. (Gupta) They have been concentrated in staff support systems which historically have lower salaries. (Gupta) Women have lacked sponsors and role models within the existing structures. They have lacked the mentor and support systems necessary to men and women, alike.

During the decade of the 70's several programs were developed and funded to assist women in combating the aforementioned barriers and constraints. There were several purposes or objectives which were underlying themes in all of the projects. They were:

1. to increase the population of women administrators.

2. to provide awareness training to Boards of Education and superintendents.

3. to develop graduate training models which would speak to women's needs.

4. to help locate jobs for participants.

5. to provide women with an important body of knowledge about organizational behavior; sex roles and socialization; leadership roles and styles; personal skills; and other tools which would better qualify women for administrative roles.

The duration of the programs ranged from a very intensive three weeks to three years. Details of these various projects can be ordered and used as a reference for any organization wishing to establish a similar program. A brief summary of the programs follows:

PROJECT FLAME (Female Leaders for Administration and Management in Education) Kimmel, Ellen, Dorothy Harlow, and Mary Topping. "Special Programs to Promote Women into Educational Administration." Phi Delta Kappan April, 1979. (586-589)

Project Flame was conducted by the Educational Personnel Development Consortium and was funded by the U.S. Office of Education under the Women's Educational Equity Act Program. It was designed to increase the professional opportunities for women aspiring to be educational administrators. Fourteen participants from East Texas State University, North Texas State University, and Texas Woman's University, were chosen on a competitive basis. Each was enrolled as a full-time graduate student in one of the above institutions. The training consisted of: regular doctoral coursework; an intensive internship; a course to promote self awareness and self understanding; field experiences in three noneducational settings to permit exposure to different management styles; frequent meetings in group settings; attended conferences and workshops together; and visited the U.S. Office of Education. Family members were included in some activities.

WOMEN IN SCHOOL ADMINISTRATION: A two-year program sponsored by the Montana School Board Association Equity Program. Kimmel, Ellen; Dorothy Harlow; and Mary Topping. "Special Programs to Promote Women into Educational Administration." Phi Delta Kappan April, 1979: (586-589).

Also funded by WEEAP, the objectives of this program were to: provide school board members and superintendents with awareness training concerning sex-role stereotyping and sex bias, and with technical assistance in revising policies which guarantee equal employment opportunity; identify and encourage women with leadership skills and potential to enter school administration; to develop a field-based graduate training model in school administration for women.

CAREER WOMEN IN EDUCATION Kimmel, Ellen; Dorothy Harlow; and Mary Topping. "Special Programs to Promote Women into Educational Administration." Phi Delta Kappan April, 1979: (586-589).

Originally developed for Long Island, this report gives procedures which may be used to increase the population of women administrators. It offers an organized plan and useful tactics for implementing the plan. Ordering information is included in the reference.

A MANUAL FOR IMPLEMENTING PROJECT EQUITY: A SEX EQUITY LAW RELATED EDUCATIONAL PROGRAM Malcolm, Delores (ED 287 752, 1985)

This program in the St. Louis Public Schools was a one-year project funded by WEEAP. It is a curriculum designed to teach sixth through eighth graders about legislation which prohibits sex discrimination and includes lesson plans, evaluation tools, and follow-up activities.

THE NORTHERN ROCKIES PROGRAM ON WOMEN IN THE CURRICULUM Schmitz, Betty, Project Director (ED 245 955)

The Northern Rockies Program was funded by the Fund for the Improvement of Postsecondary Education, U.S. Department of Education. It was a two-year program in which ten postsecondary campuses participated in the integration of Women's Studies in the Curriculum. As an example of the efforts, The University of Wyoming designed approaches to incorporate women's issues and perspectives into the existing curriculum of general education courses. The factors which supported this effort were: a strong, supportive dean; sympathetic administrators of college-wide programs; an atmosphere within the College of Arts and Sciences conducive to major curricular review and innovation; close and cooperative relationships between members of the General Education Committee and the Women's Studies Committee; and the joint appointment of one member to both committees.

UNIVERSITY EDUCATIONAL ADMINISTRATION PROGRAMS AND SEX EQUITY Marshall, Catherine (ED 272 270, 1984)

Catherine Marshall researched educational administration programs to determine how these programs handled sex equity issues. One university's program was studied in depth. It was found that this particular program had a different effect on men and women. When women are older, have less financial support, experience sex discrimination, have lower positions and

lower career goals, are more likely to be divorced, and so on, there is the suggestion that the program selects, develops and supports students in a way that does not contribute to equal opportunity for its students. By accepting and training women students, without recognizing that they have lower income and lower positions and so have unequal access to sponsor protege'; socialization, programs fail to meet their women's training, support and socialization needs. The findings in this research suggest that educational administration professionals, professors and practitioners must examine further the role of the university in supporting and providing appropriate training for women.

PROJECT ICES: INTERNATIONAL CERTIFICATION EQUITY LEADERSHIP AND SUPPORT Kimmel, Ellen; Dorothy Harlow; and Mary Topping. "Special Programs to Promote Women into Educational Administration." Phi Delta Kappan April, 1979: (586-589) and Adkison and others (ED 193 751, 1979).

Project ICES was funded by WEEAP and sponsored by the University of Kansas and the Kansas State Department of Education. Its purposes were to develop and validate a model that will use the resources of a state education agency, a state's professional administrators' organization, and a university to : (1) enlarge the pool of certified women, (2) develop training programs, (3) help the participants find jobs as administrators. Ten cooperating school districts and thirteen interns were involved in the program.

WOMEN AND ADMINISTRATION INSTITUTE: THE UNIVERSITY OF SOUTH FLORIDA Kimmel, Ellen; Dorothy Harlow; and Mary Topping. "Special Programs to Promote Women into Educational Administration" Phi Delta Kappan April, 1979: (586-589).

Two colleagues, one from education and one from business, joined forces to develop a training program to help alleviate the shortage of women in educational administration. An advisory council was formed from surrounding school systems and two university deans. These advisors helped shape the program, select participants and arrange for stipends. The participants explored leadership roles, learned about organizational behavior and sex-role socialization in an intense three-week institute which earned them ten hours graduate credit in management and education. They were involved in teaching and learning activities from 9:00 a.m. until 11:00 p.m. and lived together on campus. Each participant shadowed an administrator for one full day and completed an extensive research paper dealing with some aspect of affirmative action. They used this research to design a presentation for a specific audience, such as town councils, boards, etc. Fifteen standardized and non-standardized instruments were administered before and after the institute. Eighteen to twenty-two resource people were used for each institute, focusing on organizational theory and management, sex equity in education, and career exploration. Lectures, discussions, case analysis, films, and role playing were some of the strategies used.

THE ARIZONA PROGRAM Metzger, Christa. "Helping Women Prepare for Principalships." Phi Delta Kappan December, 1985: (292-296).

The idea for The Arizona Program hatched in 1978 when five Arizona women attended a conference whose purpose was to help women prepare for the superintendency. That particular conference had been funded by the Ford Foundation and conducted by the American Association of School Administrators (AASA). Three of those women formed a nucleus of a planning committee with the intent of starting a program for aspiring principals in Arizona. The Arizona

Department of Education agreed to provide a staff member to help formulate the plans. The effort was cooperatively staffed and funded by the Arizona School Administrators, Inc., Project Equity (a Title IV Program), the Arizona Department of Education, and a steering committee of concerned women administrators. The original training program came to be known as "Castle Hot Springs." Two workshops took place; one in 1979 and one in 1980. The group then applied to Ford Foundation for funding to extend the program for three more years in Arizona, Colorado, and New Mexico. When the funding was obtained, the sex-equity specialist with the Arizona Department of Education was hired as a full-time director. The program was then officially titled "AWARE WEST." In the years between 1979-1983 238 Arizona women participated in the project. Most were teachers between the ages of 36 and 41. The rest were entry-level administrators, department heads, consultants, counselors, or assistant principals. Fifty-two percent of all workshop participants became assistant principals, principals, or district-level administrators within four years after completion of the workshop. During the four-year period from September 1980 until September 1984, the percentage of female principals in Arizona increased from 121 to 217. Thus, the percentage of principals held by women increased from 12% in 1980 to 25% in 1984. Of the 217 women who held Arizona Principalships in 1984, 70 had attended the Castle Hot Springs workshop. From 1970 to 1976 about 10% of all first and second year principals in the state were women. When the 1983-84 school year began, 33% of all first or second year principals were women. 48% of the new female principals in 1984 were graduates of Castle Hot Springs.

THE MICHIGAN MODEL PILOT: INCREASING THE NUMBER OF FEMALE ADMINISTRATORS IN MICHIGAN PUBLIC SCHOOLS (ED 225 291)

This 135 report describes a three-year plan developed by the Michigan State Department of Education to encourage school districts to increase their numbers of female administrators. A group of women who held administration positions formed the planning committee. It is a model which other school districts could use to adapt to their own individual needs. The components of the Michigan Model were: leadership training, public relations, Title IX evaluation, policy, increased visibility, professional development, promotion, and local planning.

THE OREGON STORY: SEX EQUITY IN EDUCATIONAL LEADERSHIP Schmuck, Patricia and others. Sponsored by the Women's Educational Act Program. (Known as SEEL, ED 236 806, 1983)

Of all of the programs reviewed, "The Oregon Story" was the most comprehensive and inspired much of the literature that is being published now. Sakre Edson, author of Pushing the Limits (1988), was part of the Oregon effort. Also, as part of the work of this program, a text was developed entitled Sex Equity in Education. Authored by Patricia Schmuck, Sakre Edson, and others, it is a comprehensive study of sex inequities in the experiences of students and women in the profession.

The components of the Oregon study were: (1) A Historical Overview of economics and women; feminist ideology; hierarchy and stratification; societal changes; the changing role of the elementary principal; (2) A Project Description including goal setting, staff members, norms, project activities, and crucial project changes; (3) Changing attitudes and expectations; (4) Changing Organizations including training practices and asking the question "Who is responsible for training administrators?"; (5) Changing district hiring practices;

(6) Evaluation of SEEL; and (7) Consideration for Action.

Some of the helpful guides in the Appendix of this report include: (1) How to Organize A Conference; (2) A model of the newspaper which was published as a means of keeping people informed; (3) A p.r. outline; (4) the materials used during the project; and (5) the products that came out of the SEEL project. Recommendations which came from the SEEL program include: (1) All students enrolled in administrative training programs are to be required to study issues related to sex equity in education. The hope was that increased awareness might lead to behavioral changes for some people; (2) Increasing sex role issues as part of the continuing program for administrative training; and (3) Have more women appear on programs for administrators.

The authors of the SEEL project advised that "Equity is a far-reaching objective; the steady pace probably yields the best results in the long run."

Looking at our past history would not be complete without a study of how the law has had impact on our development. Since that topic is to be covered in the seminar, I will, at this time, only say that it is important for all of us to maintain an awareness of the recent decisions handed down from our conservative Supreme Court and its impact on affirmative action and civil rights issues for women and minorities. It is important to follow the long-term effects of those decisions, and it is important to encourage and support legislative actions which might counteract those effects. I would further state that the Declaration of Independence encourages us in seeking redress through the legislature. I quote: "**that, whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it and to institute a new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness.**"

Now that we have a sense of where we've been, what of the future? I steal from Jonathan Sher when I say that we need to ask powerful questions. As a start, I'll refer back to my original questions: Will women be able to find positions of power or will they continue to serve in lower-level managerial positions? Are we giving them the information they need to become successful candidates and providing them with their own personal history so that they will better

understand the system in which they will find themselves? Are we challenging them to find their own "voice" and develop their own style of leadership? And will we remain in this upward swing, or will history repeat itself as it has done in the past?

Joan Hoff-Wilson in a paper entitled "The Unfinished Revolution" asks "Do we want equal treatment as unequal individuals (when judged by male standards), or special treatment as a protected (and thus implicitly inferior) group?" Or phrased in a different way, "Do we want justice for two kinds of human beings who are fundamentally different?"

Charol Shakeshaft, in a paper presented at the Annual Meeting of the American Education Research Association in March of 1982, ("Framework for Studying Schools as Work Settings for Women Leaders") pointed the way toward future directions for the study of "Women in Public School Administration." She suggested that the following questions be considered as a new framework for inquiry. What is the social meaning that work has for women principals? How does administration shape the identities of women principals? How do women shape the identity of the principalship? How have women changed the membership criteria of the profession? What impact have women had on the profession as role models or sponsors? I would further ask: Do administrative roles as they now exist lend themselves to women's talents and abilities? Since these roles evolved out of the societal impact on men, will they evolve in another direction should more women enter the administrative ranks? Are women more prone to collaborative and democaratic leadership with an emphasis on instructional leadership as the research suggests?

I would also suggest that there is a need to carefully document where we are right now in North Carolina-- in terms of numbers, yes, but also in terms of an adequate knowledge base in administrative training programs, in the how's of applying for administrative positions, and how we in North Carolina are shaping the administrative role-- so that we might insure

continuous growth and a future where boys and girls see both women and men capable of functioning as educational leaders; where women who hold administrative positions within school districts are visible and accessible to other women; and where women learn to be the inspiration for changes in their own lives.

And finally, I would like to encourage all of you in this room to further the cause, so to speak, by engaging in a personal study of women in administration and to begin forming your own powerful questions. To help you in this task, I have developed a fairly complete "Topical, Annotated, Bibliography" of the literature currently available on the subject. A few of the names you often see in the literature are: Charol Shakeshaft, Catherine Marshall, Sakre Edson, Patricia Schmuck, Judith Adkison, and Ellen Kimmel. It is time for a new group to add their names to the list -- It is time for North Carolinians to add <u>their</u> names to the list. It is interesting to note that much of the literature on women in public school administration was written in the latter part of the 70's and the first half of this decade. A new focus is needed as we look at the last part of this century and into the next. And that new focus needs a long future history of momentum and action. Last month I had the privilege of visiting The Highlander Center in Tennessee where I interviewed Myles Horton. Perhaps you know of his successes as he has helped people effect change. His theory is simple and powerful - change must come from the people most directly involved in the issue - and those people must keep the momentum going over a long period of time. I expect that this group will provide that focus and keep that momentum going.

Thank you for attending this first annual North Carolina Conference on Women in Administration.